



2017-18 Continuous Improvement/eProve Regional Trainings



Presented by: Office of Continuous Improvement
and Support, Kentucky Department of Education
and AdvancED

Take a Deep Breath...

- ▶ We are in a transition year.
- ▶ Plans will look different this year and they may look different again next year – let's take this year to get good at the planning process.



Guiding Question:

- ▶ In your “perfect” world of improvement planning, what does it look like.....
- ▶ How does it differ from today’s discussion around this year’s improvement planning process? (This question will be our sentence starter for the plus/delta at the end of today’s session.)



The Continuous Improvement Process



- KDE Diagnostic
- Data Analysis
- Needs Assessment

**Current
State**

- Goals
- Objectives
- Strategies
- Activities
- Progress Monitoring

**Desired
State**

Timeline of Phases:



**School Safety
report due Oct.
15!**

**The Commissioner's
Monday Message sent
to all superintendents
will communicate
reminders of due dates.**



Diagnostic Points of Contact:

- ▶ eProve platform – Brandon Quick
- ▶ Continuous Improvement Diagnostic – Brandon Quick
- ▶ Title I Annual Review – Natasha Napier
- ▶ School/District Safety Report – Victoria Fields
- ▶ Equitable Access Diagnostic – Veda Pendleton
- ▶ Needs Assessment – Brandon Quick
- ▶ The “Plan” (goals, objectives, strategies, activities) – Brandon Quick





eProve TM surveys

Overview of Key Features



Perspectives

***of key stakeholder groups
on climate, culture,
leadership, engagement...***

Perspectives



e|Prove surveys



Surveys

- ▶ Culture/Climate (new)
- ▶ Student Engagement – NOT HERE YET!

Purpose

- ▶ Capture the overall culture of the institution through the lens of eight important areas:
- ▶ Taken by

- Students (Grades 3 -12)
- Teachers
- Staff
- Parents

Expectations	Language	Use of time	Modeling
Actions	Routines	Interactions	Environment

PERSPECTIVES

Surveys



eProve surveys



surveys

AdvancED Certified Content™ 28 surveys

Filter by All

Target Group	Content Name	Description	Actions
Student	<i>eleot for Students</i>	This survey asks students about their experiences in their classes using the 7 eleot environments.	⋮
Staff	<i>School Climate</i>	This survey focuses on questions related to school climate.	⋮
Staff	<i>Teaching and Learning Pedagogy</i>	This survey focuses on questions related to teachers' beliefs about students and specific teacher behaviors in the classroom.	⋮
Staff	<i>School Improvement Monitoring and Processes</i>	This survey focuses on questions related to policies and procedures focused on continuous school improvement.	⋮
Student	<i>Student Survey (Middle and High) for Schools</i>	This survey asks middle and high school students their opinions about their school, including their teachers, administrators, their peers, and other aspects of their experiences at school.	⋮
Student	<i>Student Survey (Middle and High) for International Schools</i>	This survey asks middle and high school students their opinions about their school, including their teachers, administrators, their peers, and other aspects of their experiences at school.	⋮
Parent	<i>Parent Survey for Schools</i>	This survey asks parents their opinions about their child's school, including questions about teachers, administrators, and other aspects of their child's and their own experiences with the school.	⋮
Parent	<i>Parent Survey for International Schools</i>	This survey asks parents their opinions about their child's school, including questions about teachers, administrators, and other aspects of their child's and their own experiences with the school.	⋮

Over 25 surveys
available in eProve
surveys

PERSPECTIVES

11/14/2017

Climate & Culture Surveys



Climate & Culture Staff Survey

The purpose of this survey is to find out your beliefs and opinions about your school. Read each question and choose the response that most closely matches your opinion. Please answer each item honestly. Your responses will be completely confidential.

1. Which four of the following words or phrases best describe, in general, the expectations for students at your school?

- | | |
|---|---|
| <input type="checkbox"/> Students are learning. | <input type="checkbox"/> Students should find it themselves. |
| <input type="checkbox"/> Students are busy. | <input type="checkbox"/> Students should ask a teacher. |
| <input type="checkbox"/> Students understand. | <input type="checkbox"/> Students are expected to be good at everything. |
| <input type="checkbox"/> Students know. | <input type="checkbox"/> Students are expected to be good at some things. |
| <input type="checkbox"/> Students are able to explain. | |
| <input type="checkbox"/> Students are able to memorize. | |

Key Features: eProve surveys



- Survey landing page
- AdvancED Certified Content
 - Climate and Culture Surveys and Inventories
 - Add custom questions to Certified Surveys
- Create custom surveys
- Online multi-language
- Mobile response
- Share surveys
- Survey Distribution Code Feature
- Reporting Features



Experiences

*shared by students, parents,
teachers...*



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Experiences

Inventories

Purpose

- ▶ *Provide opportunity to voice relevant experiences*
- ▶ *Indicate frequency of experiences*

Types of Inventories	
Elementary	Middle School
High School	Teacher

EXPERIENCES

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Middle & High School Student Inventory... – Preview

Section 1

Six or more times a year Three to five times a year One or two times a year Never

I set academic goals for myself and/or with the support of teachers/parents.

☐ ☐ ☐ ☐

I use the services of the counseling office.

☐ ☐ ☐ ☐

I explore and begin to plan for college and/or career opportunities.

☐ ☐ ☐ ☐

I investigate and choose a topic for my projects.

☐ ☐ ☐ ☐

I participate in, before or after, school activities such as sports, clubs, tutoring, etc.

☐ ☐ ☐ ☐

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Surveys should be conducted to...

- ▶ Uncover answers
- ▶ Evoke discussion
- ▶ Base decisions on objective information
- ▶ Compare results



Key Features

- Survey landing page
- AdvancED Certified Content
 - Climate and Culture Surveys and Student Inventories
 - Add custom questions to Certified Surveys
- Create custom surveys
- Online multi-language
- Mobile response
- Share surveys
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- Reporting Features

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New

Now Available



Surveys



Certified Content



Reporting



Manage Users



Manage Licenses



App Help & Resources



AdvancED Certified Content Surveys

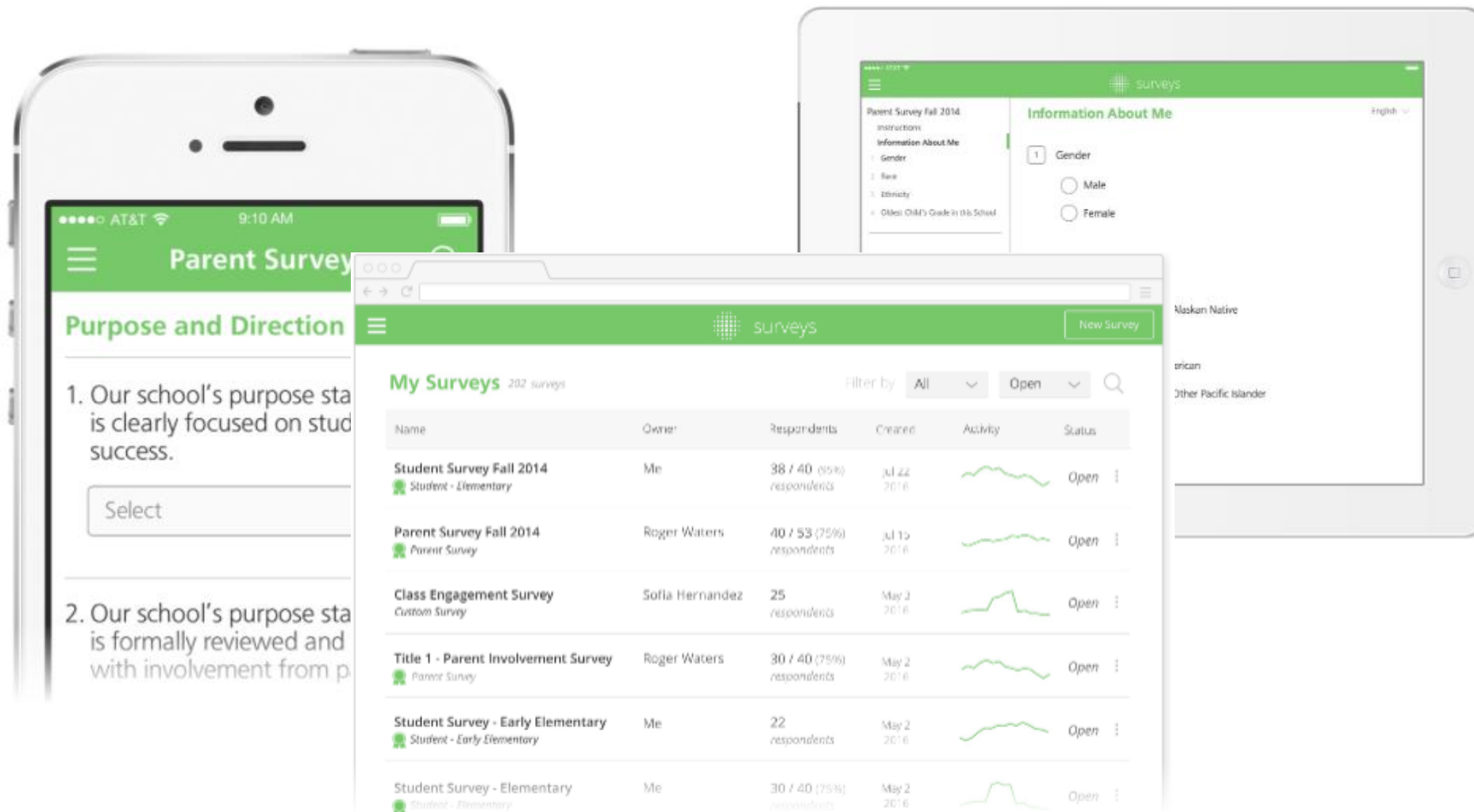


surveys			
Parent	Climate & Culture Parent Survey (International)	This survey asks parents to describe different aspects of their and their child's experience with school.	⋮
Staff	Climate & Culture Staff Survey	This survey asks staff to describe different aspects of their work environment at school.	⋮
Staff	Climate & Culture Staff Survey (International)	This survey asks staff to describe different aspects of their work environment at school.	⋮
	Climate & Culture Teacher Survey	This survey asks teachers to describe different aspects of their work environment at school.	⋮
	Climate & Culture Teacher Survey (International)	This survey asks teachers to describe different aspects of their work environment at school.	⋮
	Elementary School Student Inventory	This inventory asks about the frequency with which elementary students engage in various tasks and activities at school.	⋮
	Elementary School Student Inventory (International)	This inventory asks about the frequency with which elementary students engage in various tasks and activities at school.	⋮
	Middle & High School Student Inventory	This inventory asks about the frequency with which middle and high school students engage in various tasks and activities at school.	⋮
Student	Middle & High School Student Inventory (International)	This inventory asks about the frequency with which middle and high school students engage in various tasks and activities at school.	⋮

Now Available

- Climate & Culture Surveys
- Inventory

Mobile Response



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Reporting – WHAT DO YOU SEE?



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Phase I: August 1 – October 1



Actions within Phase I:

- Assembly of Data Review Teams
- Completion of KDE Continuous Improvement Diagnostic

Key Questions:

- Who is involved?
- What are our current processes, practices and conditions?

Phase II: October 1 – November 1 (Assessing Need)

- Completion of the Equitable Access Diagnostic
 - Completion of the Title I Evaluation (if applicable)
 - Completion of the School/District Safety Report
 - Completion of the Needs Assessment
-
- ▶ Key Questions:
 - ▶ What is our current state? (as revealed by multiple sources of data)
 - ▶ What are our priorities and concerns?
 - ▶ Which processes, practices or conditions can be addressed?





Equitable Access Diagnostic

Kentucky Department of Education

[http://media.education.ky.gov/video1/On-Demand2017/Equitable Access 10-5-2017.mp4](http://media.education.ky.gov/video1/On-Demand2017/Equitable%20Access%2010-5-2017.mp4)

Equitable Access Diagnostic

U.S. Department of Education Equitable
Access Plan of 2015

KDE's Plan for Equitable Access

- ❖ Teacher preparation
- ❖ Recruitment, hiring and placement
- ❖ Providing professional learning supports
- ❖ Retention strategies



Equitable Access Diagnostic



Purpose – to help Kentucky schools identify barriers to student success and to develop strategies that address issues related to equitable access.

Why?

- ❖ **Helps all students experience success at greater levels**
- ❖ **Make systemic changes that will positively impact novice reduction for gap closure**

Equitable Access Diagnostic



- ❖ Schools and districts have an opportunity to observe, reflect on and analyze own data
- ❖ An opportunity to answer the question: Who's not benefitting from the way things are?
- ❖ Reasons to make changes that benefit each and every student

Equitable Access Diagnostic

Here's what schools and districts can expect:

- ❖ Information about student groups included in the School Report Card.
- ❖ Information about educators, such as years of experience, attendance rates, certification, diversity
- ❖ Self-selected indicators



Equitable Access Diagnostic

❖ Filter the table by

- ☐ Poverty Level (column K)
- ☐ Minority Students (column E)
- ☐ English Learners (column M)
- ☐ Students with Disabilities (column O)



Equitable Access Diagnostic

- ❖ Use guiding questions for reflection and discussion within your schools and districts.
- ❖ Analyze your data, noting trends, perceptions and note-worthy data points.
- ❖ Include your analysis in the CSIP needs assessment.
- ❖ Make equitable decisions for students based on the results of those data trends.



Upcoming Equity Labs

- ▶ November 7, 2017 (East KY)
- ▶ November 13, 2017 (Far West KY)
- ▶ November 14, 2017 (West KY)
- ▶ November 15, 2017 (Central KY)

All sessions 9 a.m. (local time) to 12 p.m.



Equitable Access Diagnostic

Questions and Answers

Contact

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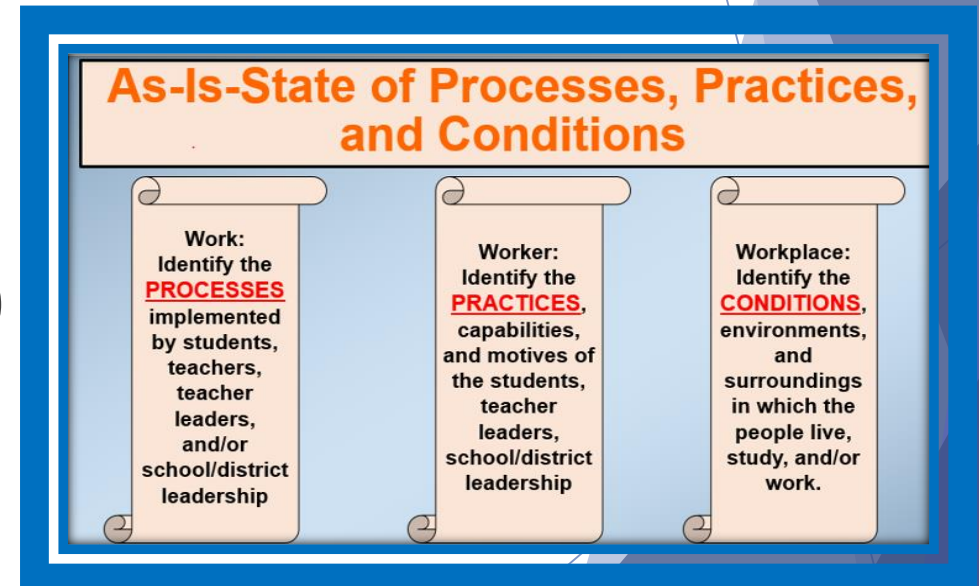
Title 1 and Safety Diagnostics

- ▶ **Title I Annual Review – review eProve platform and answer questions**
- ▶ **School Safety Report – new Due Date October 15/District Safety Report – Due Date November 1 – review eProve platform and answer questions**



Needs Assessment

- ▶ Protocol
- ▶ Current State
- ▶ Priorities/Concerns – root cause analysis
- ▶ Trends
- ▶ Sources of Problems – Key Core Work Processes (KCWPs)
- ▶ Strengths/Leverages



Needs Assessment Activity

► Data Analysis Protocol:

- <https://education.ky.gov/school/csip/Documents/Data%20Review.pdf>;
- [Sample middle school](#),
- [Sample district](#)

► Potential Source of the Problem: KCWPs

- All KCWPs have diagnostic tools to assist with next steps for action
- Guiding Questions
- Research Based activities



Potential Sources of the Problem:

Diagnostics

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment



Phase III: November 1 – January (Plotting the Course):

- Development of Goals/Objectives
- Development of Strategies/Activities
- Development of Closing the Achievement Gap Plan (previously Oct.1)
- Executive Summary

Key Questions:

- ▶ How can we go from our current state to the desired state?
- ▶ How are we addressing critical needs specified in the Needs Assessment?
- ▶ Are strategies/activities aligned with needs?



Goals and Objectives:

2017-2018	Anticipated 2018-2019
Required Goals: *Proficiency *Gap *Graduation Rate (high school) *Growth (elementary and middle) *Transition Readiness	Required Goals: *Proficiency *Gap *Graduation Rate *Growth *Transition Readiness **Opportunity and Access
Timeline – goal (horizon) based on three to five years out; objective based on one year performance.	Timeline – goal (horizon) based on three to five years out; objective based on one year performance.
Optional Goals: dependent on district/school – caution on creating too many to effectively implement and monitor	Optional Goals: dependent on district/school – caution on creating too many to effectively implement and monitor



Goal Writing:

Look at your goals from last year – does it still apply based on your current data and context?



- a) If so, you can keep the goals because goals are long range pieces - where you want to be down the road (3-5 years from now).
- b) If not, create a new goal in similar format.

Goal 1: **Proficiency:** By 2019, the district will increase the combined (reading and math) percentage of proficient/distinguished students to 67.9% (elementary), 69.7 (middle), and 62.2 (high). **Delivery target in SCR**

Goal 2: **Grad Rate:** Increase the Graduation Rate from 75% to 89% by 2020, as measured by the 5-Year Cohort Graduation Rate. **Delivery target in SCR**

Goal 3: **Gap:** Increase the average combined reading and math proficiency rates for all students in the Gap Group (non-duplicated): elementary schools to 73.7%, middle school to 73.1%, and high school to 73.1% in 2019. **Delivery target in SCR**

Goal 4: **CCR/Transition Readiness:** Increase the percentage of students who are College and Career Ready (CCR) from 76.1 (2017) to 82% by 2019.

Goal 5: **Growth:** Increase the average combined reading and math growth in grades 3 – 5 from 42.9% to 58% by 2020.

Goal Writing Activity



Table Group Discussion:

- ▶ Do you have goals that would roll over into this year's improvement plan?
- ▶ Do you have a school/district need for additional goals?
- ▶ Of the required goals (5 district, 4 school level), which would be the most difficult to write and why?

Group Share Out.....

Objective Activity:



Goal 1: **Growth:** Increase the average combined reading and math growth in grades 3 – 5 from 42.9% to 58% by 2020.

How many objectives would you create and why?

1, 2, 3, or more?

Goal 3: **CCR/Transition Readiness:** Increase the percentage of students who are College and Career Ready (CCR) from 76.1 (2017) to 82% by 2020.

How many objectives would you create and why?

1, 2, 3, or more?

Strategies Reminder.....

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment



Activities

- ▶ Need to be focused on the specific need and root cause of problem
- ▶ Need to be broad enough in scope that they are not “one and done” activities that do not support the work throughout the year (can be incremental action items within 30/60/90 day planning process)



Activities

- ▶ KCWP1: Design and Deploy Standards - Continuous Improvement Activities
- ▶ KCWP2: Design and Deliver Instruction - Continuous Improvement Activities
- ▶ KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities
- ▶ KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities
- ▶ KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities
- ▶ KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities



Sample District Plan:



1: Proficiency

State your **Proficiency Goal**

+

<p>Goal 1: By May 2019, Carter County Schools will increase the percentage of students scoring at or above proficiency by at least 5% in all content areas on the 2017-18 KPREP assessment.</p>					
<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment 		<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> KCWP1: Design and Deploy Standards - Continuous Improvement Activities KCWP2: Design and Deliver Instruction - Continuous Improvement Activities KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 		<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: By May 2018, 67% of elementary students, 69.2% of middle school students and 67.2% of high school students will score at or above proficiency in reading and math combined.</p> <p>Objective 2: By May 2018 75.6% of elementary students and 79.8% of middle school students will score at or above proficiency in reading and math combined.</p>	<p>Strategy – KCWP1: Design and Deliver Instruction All teachers will maintain a focus on the District's Common Language through collaborative professional teaching and learning opportunities.</p>	<p>Activity – Professional Learning Academies All teachers will participate in district-facilitated academies once a month that are based on teacher identified areas. Academies will focus on components of the PGES and high impact strategies to ensure proficiency. (Collaborative vs. Individualistic, Teacher Credibility, Teacher Clarity)</p>			
		<p>Activity – Professional Learning Visits Teachers and administrators will have the opportunity to visit other schools on a monthly basis to calibrate instructional practices and research high impact strategies. (Collaborative vs. Individualistic, Teacher Credibility, Teacher Clarity)</p>			
		<p>Activity – Professional Learning Clubs Teachers will have the opportunity to participate in Professional Learning Clubs.</p>			

Closing the Achievement Gap:

- ▶ Identify Achievement Gap group(s) – total and percentages.
- ▶ Achievement Gap analysis – use trend data from 14-15 and 15-16 to find improvement areas and areas that have regressed.
- ▶ Describe your PD and ESS plan in regard to closing the Achievement Gaps.
- ▶ Describe process, practices and conditions that have prevented gap closure.
- ▶ How have stakeholders been involved in the improvement planning process?
- ▶ Strategies and activities from CSIP/CDIP that address gap closure.



Executive Summary

- ▶ **Description of school/district**
- ▶ **School/District purpose**
- ▶ **Notable Achievements and Areas of Improvement**
- ▶ **Additional Information**



Phase IV: January 1-End of the year (Progress Monitoring)

- Allows schools to choose a flexible and customized approach to monitor and implement plan
- 30-60-90 Day or Quarterly Monitoring is best practice

Key Questions

- ▶ How do we know if our strategies and activities are meeting the needs of learners?
- ▶ Will we adjust or stay the course?



Quick Facts about eProve:

- Districts control all users (users are specific to instrument – diagnostic, surveys, eleot)
- Work automatically saved
- No concept of a “submit” button (promotes continuous improvement)
- Easily allows schools/districts to re-visit diagnostics and tasks throughout year



Guiding Question:

- ▶ In your “perfect” world of improvement planning, what does it look like.....
- ▶ How does it differ from today’s discussion around this year’s improvement planning process?
- ▶ + What are the commonalities between them?
- ▶ ▲ Based on today’s discussion, what is still not connected to your “perfect” improvement planning world?



Questions:

► KDE Continuous Improvement Planning and eProve assistance:

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